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ABSTRACT

A planned full-time "functional literacy" course that was to be held during June and July 1971 in Ekuhlamukeni and Nqabaneni (Swaziland) is discussed. The experimental pilot project was to be sponsored by the Sebenta National Institute, the University of Botswana, Lesotho and Swaziland Division of Extra Mural Services, and by the Ministry of Agriculture. The principal objectives of the course were: (1) to develop a new "functional" approach for literacy programs in the rural areas, integrating literacy instruction with the discussion of critical socioeconomic issues and with agricultural training; (2) to assess the feasibility of a short, full-time intensive course; (3) to test the effectiveness of the "Paulo Freire" psycho social literacy method in raising the level of community leadership and participation in local development; (4) to develop a practical form of "follow-up" to this course through the continued use of farm records under supervision from agricultural extension staff; and (5) to provide reading materials and instruction/discussion on improved maize and cotton production. The central theme of the functional content was Resettlement--the need for, implications of, and planning required. (DB)

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MINISTRY OF AGRICULTURE

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## INTRODUCTION

The Sebenta National Institute decided in 1970 to experiment with other approaches to literacy teaching. Sebenta approached the Division of Extra Mural Services of the University of Botswana, Lesotho and Swaziland to direct this experiment, offering in assistance the services of Mr. Richard Dlamini, one of their officers. The Division in turn contacted the Ministry of Agriculture to assist in the technical aspects of this project.

A full-time "functional literacy" course will be held during June and July 1971 in Ekuhlamukeni and Nqabaneni. The principal objectives will be:

(1) to develop a new "functional" approach for literacy programmes in the rural areas, integrating literacy instruction with the discussion of critical socio-economic issues and with agricultural training;

(2) to assess the feasibility of a short, full-time intensive course;

(3) to test the effectiveness of the "Paulo Freire" psycho-social literacy method in raising the level of community leadership and participation in local development;

(4) to develop a practical form of "follow-up" to this course through the continued use of farm records under supervision from agricultural extension staff; and

(5) to provide reading materials and instruction/discussion on improved maize and cotton production.

The experimental project is "pilot" in the sense that if the results are found encouraging, the normal Sebenta programme may be made "functional" in stages and according to the means of the Institute.

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The Sebenta National Institute was founded in 1961 to "promote adult education and community development in Swaziland". After a short period during which several activities were attempted (including financial

technical aspects of this project.

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## BACKGROUND INFORMATION: SEBENTA NATIONAL INSTITUTE

The Sebenta National Institute was founded in 1961 to "promote adult education and community development in Swaziland". After a short period during which several activities were attempted (including financial support for the building and running of a few primary schools in disadvantaged areas) Sebenta decided to specialise in adult literacy since (it is estimated that) 74% of the adult population of Swaziland is illiterate. In 1968 Sebenta broadened this aim to include the teaching of siSwati and English as second languages. Sebenta also produced the official orthography for the siSwati language.

Early advice on the Siswati teaching method and primer construction was provided by the Johannesburg Bureau of Literacy and Literature. Classes were organised wherever they were in demand. Much of the early organising was concerned with demonstrating the importance of adult literacy. In 1968 Sebenta obtained a permanent centre, with facilities for classes, accommodation, offices and literature production. During 1969 a UNESCO expert supervised the centre, planned the use of

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Sebenta's teacher training facilitites, and co-ordinated the production of several follow-up readers in both Siswati and English. Several overseas volunteers served Sebenta during its first 10 years. Full-time professional staff now consists of a Director, Secretary, three literacy officers, a publication officer, two field supervisors, and a printer.

Sebenta's support to classes consists of visits by its literacy officers, training courses for the literacy instructors, and the provision of books and teaching aids for the instructors and learners. Most teaching is voluntary and unpaid. However some of the large industries (Mhlume Sugar, S.I.S., Tambankulu Estates, Ubombo Ranches, Havelock Mines, Swaziland Plantations, etc) employ full-time literacy ihstructors. Broadcasting was introduced in 1967 as a weekly information service on Sebenta's work. It has been suggested that this format could be broadened to include an educational component, "Farm Forum" style.

As a voluntary association, Sebenta has relied to a great extent on the very active involvement of its Executive Committee, both in the planning and execution of its programme. Its membership includes members of parliament, ministers of State, members of the royal family, government officers and interested private individuals. Financial support is provided by the Swaziland Government, large firms, international organisations and interested individuals. The Sebenta "centre", used for conferences, is also a source of renenue. Membership is open to all residents of Swaziland upon payment of a fifty cent annual subscription.

The number of classes and learners has risen steadily. In 1970 there were 130 classes with an enrolment of 1244 learners. The Executive has consciously resisted a mass compaign until their method, materials, and staff resources were adequate for the task. The basic primers have remained unchanged, yet there has been some intent to introduce "functional" content through follow-up readers on various aspects of agriculture, health, thrift, farm record-keeping, etc. Academic follow-up has been provided by readers in arithmetic, geography, and simple fiction. Some classes on completing the four Siswati primers continue on to study the three English primers.

## SELECTION

## SELECTION OF THE AREA

1. The AGRICULTURAL sector rather than the industrial sector has been selected for the location of the first pilot project because it has been given the highest priority in the development plan. Modern agriculture, even in its simplest aspect, requires the communication of some technical knowledge for which the printed word serves a most useful purpose. The

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2. The prime objective of Government agricultural policy is the rapid development of agriculture in the SWAZI NATION AREAS It is into these areas, therefore, that the project will be directed.

3. Within the Swazi Nation areas government has selected a number of RURAL DEVELOPMENT AREAS in which concentrated development programmes will be applied by all departments concerned.



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Following UNESCO's selective approach, this project has chosen these areas (RDA's) as its prime focus. Later consideration will be given to extending this programme into the other Swazi Nation areas.

## SELECTION OF THE FUNCTIONAL CONTENT

1. RESETTLEMENT is the central theme of the functional content. The need for, implications of, and planning required for "resettlement" will provide the issues around which discussion or "dialogue" can develop.

2. WHY is there a need for "Resettlement"?

The pattern of land usage in most RDA's is inefficient. Arable holdings are commonly fragmented and much of the arable land lies fallow. In aggregate considerable amounts of potential grazing are wasted in small areas of grass interspersed between arable fields. In spite of the fact that about half the arable soil is not tilled, Chiefs find it increasingly difficult to allocate new lands to farmers' sons and to newcomers. Grazing management is conspicuous by its absence and erosion is on the increase. Many rural roads are tortuous and poorly aligned and enclosure by fencing is proceeding at an accelerated rate out of context to any land use plan. Rural shops, schools, farmers sheds, clinics, houses of non-farmers, wells, etc. are springing up haphazardly and are not planned and congregated to allow for the future provision of services. Ratios of grazing land to livestock population are commonly unsatisfactory. Because of the pattern of land use it is virtually impossible to introduce mechanisation into Swazi agriculture on an economic basis, and because of these considerations it is not easy for Swazi farmers to raise loans. Because of these and other factors Government considers that a pre-requisite to effective rural development and the maximization of agricultural production is the planning of the RDA's. Government has initiated a scheme, in co-operation with the Chiefs and people concerned, to carry out a programme of elementary land use planning in the Rural Development Areas.

3. WHAT is "Resettlement"?

"Resettlement" is the planned re-organisation of an area or sub-district to include the following features:-

(i) the provision of a village site for the houses of non-farmers, for shops, schools, staff houses, clinics, farmers' sheds, sports fields, etc.

(ii) The reorganisation and consolidation of fragmented arable land

(iii) effective protection against erosion

(iv) the enclosure and subdivision of grazing areas through fencing.

(v) adequate communications

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(iv) the enclosure and subdivision of grazing areas through fencing.

(v) adequate communications

(vi) improved crop and animal husbandry

(vii) adequate provision of water for domestic purposes and livestock

(viii) the aggregation of spare arable land into blocks, for issue by chiefs to new farmers.

4. How is "Resettlement" implemented?

Area plans for "resettlement" are drawn up by Local Soil Conservation Committees (imisumphe) in consultation with Rural Development Officers, the agricultural field officers, and the Ministry of Agriculture's Land Planning Unit. These plans are in turn passed to the Central Rural Development Board (C.R.D.B.) for approval. After approval these plans are to be implemented through "self-help" efforts with ap ropriate support from government departments. The C.R.D.B. itself supports this work through a series of Nkundla meetings throughout the whole country addressing rural communities on soil conservation and resettlement.

5. WHY was "Resettlement" chosen?

(i) It has become clear that the slow pace of "Resettlement" is a major bottleneck to development in the rural areas. The problems posed by the fragmentation of arable lands, the inefficient and haphazard pattern of land use and various agricultural malpractices are of great immediate economic consequence. Other rural projects are also held back, awaiting the implementation of "resettlement".

(ii) In the 1969 C.R.D.B. annual report, the secretary noted the problems of the imisumphe in convincing their communities about the need for planned resettlement and proper land use. In several cases the imisumphe met with opposition from the community who either did not understand the whole resettlement concept or misinterpreted the intentions of the C.R.D.B. Other imisumphe faced the problem that people require more land on which to spread out, and as they are congested, they connot see how to implement resettlement.

(iii) The Paulo Freire method is primarily concerned with the discussion of socio-economic issues which are meaningful to the participants. Issues related to "resettlement" are very appro-priate for this particular method. They are not concerned primarily with the mere adoption of farming "technique". Resettlement is more a problem of changing attitudes, of carefully analysing a problem, of developing a consensus on a solution, of understanding the social and economic benefits of this process. In short it offers a set of issues in which full participation of the group members is assured. Cotton or maize production (two other possible sources of "functional content"), on the other hand, do not lend themselves to the Freire method since they imply the one-way transmission of new farming methods from the "teacher" to the "pupil".

(iv) "Resettlement" problems demand both collective and individual solutions. It enables an approach in which the illiterate is an active member of a group in which the

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(iv) "Resettlement" problems demand both collective and individual solutions. It enables an approach in which the illiterate is an active member of a group in which the issues they discuss affect them as a group. The literacy members are not isolated, as in the traditional literacy approach, from their social group.

(v) Resettlement is a serious problem in almost all Swazi Nation Land. Therefore, the method, core vocabulary, and materials developed in the pilot project can be easily replicated (if desired) in a national rural functional literacy campaign. It must be noted that Swaziland's common national language and culture makes this possible. Replica-bility is a very important feature since it enables a mass

campaign without major expense.

(vi) We also discovered during field investigation that more than 75% of farmers interviewed expressed their willingness to have literacy instruction integrated with the discussion of resettlement. Resettlement will not be successful unless the population concerned is able and willing to accept these innovations and to cope with them, intellectually and vocationally, but particularly with a positive attitude to such changes.

## SELECTION OF THE SUPPLEMENTARY CONTENT

1. Although literacy and social education form the core of the functional literacy content, they are not enough. It is felt that "technique" (farming methods, building skills, co-operative education, nutrition, etc) is also important to motivate the participants.

2. Supplementary content will consist of:

FARM RECORDS
AGRICULTURAL MATHEMATICS
+
one of the following:

MAIZE PRODUCTION
COTTON PRODUCTION
CO-OPERATIVE EDUCATION

3. Literacy and social education will be integrated in the sense that the words used to reflect the critical social issues will also be used to generate the entire Siswati vocabulary. The other supplementary content need not be integrated similarly. It is important and should be built into the course, but not through the literacy core vocabulary. In short, the skills, concepts, and the information in the supplementary content need not be held back, awaiting the learning of its linguistic component.

4. The supplementary content will be introduced through

(a) teaching manuals + visual aids
or
(b) follow-up instruction booklets depending on the stage at which it is introduced.

If early in the course, the teacher himself will present the material. If introduced later on the course, the new literate may be able to absorb the information through individual reading. In both cases group discussion and field demonstrations will play an important part in the learning of these content areas.

5. The regular completion of farm records was selected as the follow-up activity to the literacy course. It was decided to

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5. The regular completion of farm records was selected as the follow-up activity to the literacy course. It was decided to use farm records for several reasons:-

(a) Their use provides an immediate and obvious benefit to the farmer;

(b) The clearer understanding of such concepts as profit and loss, planning and budgeting, the need for improved agricultural practices are necessary if the farmer is to move from subsistence to cash crop production;

(c) There is very little siSwati literature available and there are considerable production and distri-

bution problems in continuing to provide the new literate with appropriate reading material. Farm records provide a more feasible form of assisting the new literate to maintain his skills. Instead of viewing the follow-up problem as a question of pumping more and more literature out into the rural areas, of artificially crating a supportive infrastructure, it is much simpler to identify aspects of the farmers' work which could be improved if he could read, write, and do simple arithmetic. It also encourages the maintenance of <u>both</u> skills (reading <u>and</u> writing).

(d) The keeping of farm records introduces other associated "follow-on" activities which can be supported by various government field officers. "For example, new literates keeping records properly find that they need help with a sketch map and land measurement, planning a rotation, layout of lands and contours, assistance with calculations, analysis of records, forward planning and budgeting, discussion of problems brought into focus by the keeping of records. Requests for a wide range of information and practical demonstrations is the result[1]".

(e) It will in turn help the Ministry of Agriculture economists establish a data baseline for the small farmer so that appropriate recommendations can be made on increasing production.

(f) On two previous exercises the Ministry of Agriculture discovered that there is a great demand for a basic set of farm management schedules together with facilities for advising farmers on their use. Experience gained during the economic survey of Swazi Agriculture confirmed this and indicated that the concept of such records can be put over to farmers successfully, in particular to those who have adopted cash crop farming. This project provides an opportunity to test and develop a set of farm records and a system for advising farmers on their use.

6. In <u>agricultural mathematics</u> only those arithmetical skills needed in farming will be introduced. Modern farming methods will be analysed and mathematical operations delimited so that learning will become problem-centred rather than academic-oriented. The farmer, for example, will learn how to calculate the quantity of seeds necessary to sow his field; the amount of water needed to produce optimum crop growth; the quantity of fertiliser needed for a specific area, based on the formula indicated per hectare, the quantity of insecticide to be diluted in the appropriate amount of water, depending on the capacity of the spray itself. He will also learn how to work out areas and volumes and how to calculate percentages. Commonly understood measures (eg. 2 lb. jam tin) will be used.

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7. Maize and cotton production have been selected as lateral content for rural functional literacy programmes for obvious reasons. The farmer is the principal staple crop and high priority has been given to increase production to self-sufficiency. At present Swaziland imports 275,000 bags from the Republic of South Africa. Cotton is another crop in which the small Swazi farmer is heavily committed. Long term marketing prospects are good and it is a good dry land and irrigation rotation crop. Both are crops in which the /

1 Smith, G.A. Farm and Household Records and Accounts for New Literates. U.C.R. Institute of Adult Education, 1970.



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the Swazi farmer is principally involved as owner/ operator rather than as worker in a large farming estate.

Therefore the impact of a functional literacy input on his production can cover the whole range of his capacities - entrepreneur, manager, farmer, accountant and stock-keeper. Lables on seed, fertiliser and insecticide containers will be one source of reading material. The Crop Promotion Unit in the Ministry of Agriculture will also assist in the production of written materials. The use of simple printed materials in siSwati to help the farmer's memory as to what to do in various circumstances will in turn help to multiply the efficiency and cover of the extension service.

## ORIGINS OF PROJECT OBJECTIVES

Each project objective has been selected to solve a problem in traditional literacy methods.

1. To Develop A "Functional" Approach

This "functional" approach has the following characteristics:-

(a) It integrates literacy instruction with the discussion of critical socio-economic issues and with agricultural training.

(b) It promotes literacy as a means (to solve economic and social problems) not as an end.

(c) It is selective in that it concentrates on regions (RDAs) and socio-economic problems (need for resettlement and increased maize and cotton production) having high priority in national development plans.

(d) It is intensive in that it provides training in sufficient depth so that the new-literates can make effective use of their new skills, knowledge and attitudes in practical, everyday activities.

(e) It is adaptable in that it is directed to the problems of a specific economic sector-in this case, the small rural farmer.

(f) It is life-oriented in that it attempts to enable the participant to gain awareness of his capacity to shape his environment and acquire the means to do so.

(g) It is work-oriented in that it relates to the principal economic activities (maize and cotton production) of the participants.

(h) It is group-oriented in that it encourages the

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(h) It is group-oriented in that it encourages the discussion of issues which demand a group decision.

(i) It is holistic in that it is one aspect of a comprehensive programme of continuing education (not a finite activity) which meets many needs (economic and social) of the participants.

A functional approach to literacy will have a generative rather than a negative role in the rural areas. By making literacy more relevant to the basic economic, social, and cultural problems in the rural areas it is hoped to make rural living more meaningful and attractive to the new literate.



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Instead of literacy being seen as a ticket to a job in the urban and industrial areas, we hope it will begin to be seen as a very useful skill for participating in rural development.

2. To Assess A Short, Full-Time, Intensive Course

Smith[2] has studied the feasibility of conducting the basic literacy course over a short, intensive period during the "slack" agricultural season (winter: May to August). The advantages of an intensive full-time literacy course as compared with a part-time, year-long course (classes held two or three times a week) are:

(a) easier supervision
(b) better attendance
(c) fewer drop-outs
(d) easier campaign strategy (The rest of the year to plan, organise, prepare materials and train teachers in preparation for an intensive, all-out effort)
(e) better retention.

A campaign held from May to August (coinciding with the university holiday) would make it possible to use university students as literacy teachers. Smith also noted that this type of full-time literacy course is of particular value as a starting point for a community development or agricultural improvement programme in a community.

One of the problems of this shortened time schedule is that it is impossible to match the literacy and agricultural time cycles. If the course was given over the normal, year-long period each seasonal stage in maize/cotton production could have been demonstrated to the farmers in a plot or in their own fields concurrently with the learning of the associated vocabulary and improved farming techniques in the classroom. This would have improved the probability of demonstrated practices being immediately put on trial and adopted. It is generally agreed that innovative agricultural practices should be demonstrated to farmers at a time when farmers themselves are engaged in similar work on their farms.

3. To Test the Paulo Freire Psycho-Social Literacy Method

The Paulo Freire Method[3] was introduced to counter the paternalism and authoritarianism in the traditional relationship between literacy teacher and student. In the traditional approach the teacher bestows the culture of the educated elite on the "ignorant" pupil, thus reinforcing the dependent relationship between the "schooled" and the "non-schooled", between the "expert" and the common man. Freire's purpose is to reduce this dependent relationship, helping communities and

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[2] Smith, G.A., A Micro-study of Rural Illiteracy in the Tribal

(a) easier supervision
(b) better attendance
(c) fewer drop-outs
(d) easier campaign strategy (The rest of the year to plan, organise, prepare materials and train teachers in preparation for an intensive, all-out effort)
(e) better retention.

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2 Smith, G.A. A Micro-study of Rural Illiteracy in the Tribal Trust Lands of Rhodesia. University College of Rhodesia, Institute of Adult Education, 1969.

3 Sanders, T.G. The Paulo Freire Method: Literacy Training and Conscientizacion. [illegible] American Universities Field Staff Reports. West Cost South America series, Vol.15, n.1 (Chile), 17 p., June 1968.

individuals to take a more active part in planning and decision-making. Existing literacy methods also fail to encourage leadership and perpetuate attitudes of fatalism and ingenuousness. Instead of his own knowledge and experience being valued and drawn out so that he can analyse his own situation and act on the basic of this critical analysis, the illiterate is used as a passive receptacle for ideas and knowledge from others. The dependencies of literacy classes on their teacher for knowledge, organisation and initiative and on the national headquarters for primers, materials and further organisation should be minimised at all costs. The adults must not be conditioned to merely adjust to their environment but to confront or to challenge it. Too often education takes the form of manipulating men, forcing them to adapt, rather than to be creative, initiating development. In the Freire method of learning to read and write, adults examine a text from the viewpoint of the reality to which it refers and determine whether it is true or not. This sharpens their critical faculty and thus enables them to overcome their fatalistic attitude to their situation as they discover they are capable of changing it.

The main objective of the Freire Method is then to stimulate the critical faculties of the illiterate, making him aware of his role as a creative subject (rather than a mere object) capable of shaping his environment and acquiring the means to do so. This objective will be achieved through:

(a) the method of teaching,
(b) the teaching materials, and
(c) the mode of organisation.

The teaching method is to make the literate become aware of his socio-economic situation through a group discussion of community and national problems. The teacher drops his authoritative role and adopts that of "animateur" or "motivator". He serves as the co-ordinator of a discussion in which the participants seek truth about relevant problems. The critical capacity of the participants grows out of a "dialogue" or discussion/meaningful situations in their own life, on which they /on have insights to contribute. The animateur tries to get all the members of the group to participate by directing questions to them, prolonging the discussion so that they will realize the deeper meaning of what was once for them an obvious, accepted reality. He does not force his own opinions on them; he shows them how to be creative, to reflect on their own situation and change it.

The merits of this discussion method are that

(a) it makes use of the participant's experience;
(b) it respects the participants as self-directing, responsible adults - not as immature, dependent learners;
(c) it requires action and response;
(d) it relates to the participants' daily life and

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(b) it respects the participants as self-directing, responsible adults - not as immature, dependent learners;
(c) it requires action and response;
(d) it relates to the participants' daily life and problems;
(e) it encourages the participants to get involved in working for problems and issues which affect them; and
(f) it helps the learner to become more critically aware of his situation and to develop the commitment to change it.

The teaching materials consist of 30 generative words associated with the issues discussed. These words are, from the linguistic and functional point of view, the most representative of the participants' milieu. They are selected through the study of the context in which the illiterates live in order to determine the common vocabulary and the problem issues around which the process of "critical reflection" can develop. In short the generative words must come from the people instead of representing the choice of the educator. Each generative word is divided into syllables which are used to make new words, a means of discovery emphasized in the method. The illiterates are invited to create, little by little, the words and the themes they use, so that these express their feelings and vision of the world. Other studies have supported this view that the best reading material for new literates is something they have written themselves. The traditional teaching primer on the other hand has been discarded because it is always an import from outside the community, conveying themes and vocabulary which are never sufficiently relevant to the problems and aspirations of the community. Primers tend to treat the illiterate as a "tabula rasa", an empty slate on which to record the knowledge, skills, and vocabulary of the educator.

The mode of organisation of literacy classes in the past has relied too heavily on the teacher or the national literacy body. Another implication of the Paulo Freire method is to remodel the literacy class as a local Adult Education Association (A.E.A.). This will assure that there is local control over and local initiative in the continuing educational activity of a community. The local A.E.A. will decide what they want to learn, recruit a teacher, find accommodation for a classroom, and solicit participation from as many community members as possible. This will also assure that adult education does not stop at the end of the literacy course, but continues in a practical and functional form meeting the unique needs of each community. Nor will adult education stop when a teacher loses interest or is transferred to another area. Adult education will be regarded as a process in which local communities participate not only as learners but also as planners and organisers. The existence of these properly constituted bodies will make it possible for adult education agencies (Sebenta National Institute, Ministry of Education, University's Division of Extra-Mural Services, etc.) to develop (through consultation with these local bodies) continuing education programmes, radio courses, and printed material suited to the needs of the A.E.A.s.

4. To Teach Farm Records as the Basis for a Follow-on Programme

Traditional literacy methods concentrated solely on the 3 Rs (reading, writing, 'rithmetic), ignoring the need to tie these skills to some functional use. It was believed that the development process would be accelerated simply by masses of illiterates passing the basic literacy test. This strategy was soon shown to be highly unsuccessful since the mere

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economic benefit and the means to keep the new literates reading and writing.

Other techniques to motivate active use of literacy skills are:rural libraries (National Library Service book-mobiles), follow-up materials from various Ministries involved in rural development, "radio forum" programmes, co-operative education (eg. book-keeping skills) and rural newspapers.

5. To Provide Supplementary Reading Materials and Instruction/ Discussion on Improved Maize and Cotton Production

We have already noted the need to broaden the role of literacy classes from narrow conentration on skill training to a full programme of adult education related to all the functions of adults in a developing society. The artificial distinction between literacy and adult education should be brought to an end. School children are never taught to read and write and then left alone with some books, so that they can teach themselves. Adults should be treated similarly. The literacy course should become one aspect of a comprehensive programme of continuing education: neither the initial nor the terminal stage of this process. By introducing supplementary content on maize and cotton production along with literacy instruction and socio-economic discussion we focus on the whole man - not only as a literate citizen but also as producer. Economic advantage is a very powerful incentive which must not be neglected. Supplementary content will make the course more diversified and more meaningful to the participants.

## METHOD

### 1. Discussion

Each session starts with the discussion of the picture associated with the generative word. Each picture is designed to impress on the participant an image of the word and also to stimulate his thinking about the situation the word implies. Through a series of questions, the literacy animateur attempts to get all the members of the group to participate and to develop a more critical analysis of the situation depicted.

For example, the first word "SITINI" (brick) and its associated picture of 3 men constructing a wall of a house with bricks can convey several issues. (a) The combination of bricks to make a building is a very useful analogy of the literacy method in which syllables are the building blocks to form words. (b) The picture also depicts human creativity. The animateur can elicit this interpretation through these sorts of questions: What are the workers doing? Who made the

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The second word "KULIMA" (to farm, to cultivate, to plough) and its picture of a man ploughing behind a team of 4 oxen opens up a range of issues. The animateur guides the group in discussion of the meaning of "farming", using such themes as the problem of moving from subsistence to cash crop production, the need to grow crops in order to live, the maize shortage and the implications of relying on imported maize, the problems of marketing and securing imports (seed, fertiliser, etc.), the shortage of credit, the difficulties of farming when land is fragmented and insufficient. Provocative questions such as the following develop a critical attitude toward an everyday activity: Why is the man farming? What are the problems in becoming a cash crop producer? Is the system of marketing and supply adequate for the farmer? Why are there maize shortages? How does this affect Swazis? Why is there insufficient land for farming? Are credit facilities for the small farmer adequate?

The balance of the remaining generative words (see App.I) reflect issues related to resettlement:-

1. Village development - SIKOLWA (school), LIGUSHEDE (farmers' shed), INDLU (home), INTFUTFUKO (community development), IKLINIKI (clinic), UMTHOYI (latrine)

2. Reorganisation and consolidation of arable land- KUHLELISA (to resettle), LUTSANGO (fence), KUPOPOLA (to survey), INGCATFO (piece of virgin land).

3. Effective Protection Against Erosion
KUVIKELA (to protect soil from erosion, EMANTI(water)

4 4. The Enclosure of grazing Areas- LUTSANGO (to fence), SIKOLWA (school), INKUNZI (bull).

5. Adequate Communications- UMGWACO (road), KUPOPOLA (to survey), KUTFWALA (to transport)

6. Improved Crop and Animal Husbandry
TIBHIDVO (vegetables), MANYOLO (fertiliser), INKUNZI (bull).

7. Adequate Provision of Water- EMANTI (water), KUTFWALA (to transport), INKUNZI (bull), UMGCWEMBE (wooden bowl)

8. The Reissue of Spare Arable Land By chiefs
INGCATFO (piece of virgin land), KUHLELISA (to resettle)

9. General Issues Related to Resettlement
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The importance given to discussion in this method implies a group approach. Part of the sessions of course will be involved in individual study but the group discussions will provide the core of the learning experience. It is very important therefore that the adult class is conducted as a class with everyone arriving at the same time. The method also implies an approach in which everyone is at the same stage (ie. using the same generative word) in the literacy aspect of the course. This permits a certain range of freedom since each can generate his own set of new words from the given consonants. But in this aspect of



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a class we hope to cater to the different starting levels and different learning rates of the participants by allowing those who are already familiar with certain sounds to go ahead onto some new sounds. However the individuals will still work as a group on the socio-economic discussions.

The prominence given to discussion and the development of critical awareness contradicts traditional literacy methods. Existing literacy practice claims that it is first necessary to improve reading, writing and occupational skills before improvement can be expected in life-coping skills. Freire, on the other hand, contends that improving life-coping skills will provide the adult incentive to improve basic literacy skills. His method challenges the traditional isolation of literacy training from the other learning requirements of adults and makes the improvement of life-coping skills (not the improvement of basic literacy skills) the primary goal of his approach.

The importance given to group discussion of community issues also implies that the literates should also participate Even though they are already literate, they too could profit from this learning experience in which local problems and issues are discussed. The issues to be discussed are relevant to all members of the community, not just the illiterates, and the literates must take part in analysing the problems and making decisions which will affect the whole community. The literates might also be prepared to assist others in learning how to read and write. They could also benefit from the sessions on keeping farm records and improving maize and cotton production.

2. Selection and Ordering of Generative Words

The generative words were selected according to their capacity

(a) to exhaust as a group all possible basic sounds in the language,
(b) to reflect the fundamental social, economic and cultural problems in the rural areas, and
(c) to be illustrated without ambiguity.

The generative words are ordered according to their respective sounds (ie. consonants') frequencies in the language. For example, "SITINI" (brick) heads the list since "S,T,N" occur more frequently than any other consonants in the language. This grouping should enable the adults to create

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3. Reading

The process of learning to read and create new words follows this pattern:-

(a) After the discussion, the illiterates repeat and recognise the generative word: eg. SITINI

(b) The word is then split into its component syllables (SI/TI/NI) followed by syllable recognition and repetition.

(c) Then new words are created by the illiterates through a recombination of syllables:- TITINI (bricks) TISINI (gums), SISINI (gum), SITI (mark), SISI(sister)

(d) In the following generative words, extra vowels help to create a much broader set of new words:

eg. KULIMA - KU LI MA
KA-KI-KU, LA-LI-LU, MA-MI-MU
MALI (money), KULUMA (to bite)
KULILA (to moan), KULALA (to lie down), LULAKA (violent temper), UMLIMI (farmer), KUMA (to stand) UMKAMI (my wife),.....

Thus the students acquire a feeling of creativity and originality by making their own words and sentences, instead of receiving them in primers from the educator. Within a few sessions the individuals have mastered sufficient syllables to express a wide vocabulary.

The eclectic method which starts with larger units - complete sentences (before breaking them into words and syllables and creating new words) is a very popular method of teaching reading. The Freire method abandons the eclectic approach since complete sentences are given to the learner and can only provide one narrow interpretation of a picture. The single generative word on the other hand tied to a picture can provide a wide range of interpretations. In short the eclectic method reinforces a one-dimensional interpretation of reality and further dehumanizes the learner, offering him an educator's statement rather than making it possible for the learner to exercise his creativity and insight in discovering himself the various meanings of words.

4. Writing

Writing must be introduced from the beginning in the Freire method. Since the method does not rely on the reading of a primer but is based on the creation of new words and sentences which become the reading texts, writing skills are required immediately. Writing is also important since the follow-up programme (farm records) demands mainly writing skills.

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5. Farm Records

Each farm record will be introduced in the following sequence:[4]

(a) Discussion of concept and value of keeping farm records

(b) Explanation of each record by the local agricultural field officer and technical assistant

(c) Study of new words on record sheet

(d) Explanation of how to complete each record step by step

(e) Completion of record model on blackboard using examples of entries suggested by participants

(f) Discussion of each entry

(g) Each participant copies each entry into his own record book

(h) Individual practic - each participant completes other blank record forms using examples from his own experience with "elbow-teaching" assistance from field officer and animateur.

A Ministry of Agriculture Technical Assistant (Agricultural Economics) will assist in the teaching of farm records and train the local Agricultural Field Officer. Record keeping will be introduced at the mid-point of the course (mid-July) and continue on after the literacy course is finished until mid-September. At this time the records will be collected, analysed, evaluated and revised. New record books for the season October '71 to September '72 will be prepared and distributed. Then the technical Assistant (Agricultural Economics) and Field Officer will supervise the continued use of these records over the course of the next season ('71 - '72) after which a full evaluation of the exercise will be conducted.

6. Agricultural Mathematics

Agricultural mathematics will be introduced in

(a) practical discussions of those farming procedures which require a knowledge of arithmetic (measurement of area, amount of fertiliser per acre, etc)

(b) programmed arithmetic exercises[5] related to (a)

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[4] Smith, G.A. Farm and Household Records and Accounts for New Literates U.C.R. Institute of Adult Education, July '70.

[5] Modelled on (a) Arithmetic For Tobacco Growers, Institute of African Adult Education, University of Ibadan, Nigeria, 1967.

and (b) "Primers for Cotton Growers", Tanzania Project.

7. Maize and Cotton Production

Maize or cotton production methods will be introduced in each class, using the following methods:

(a) posters

(b) teaching sessions, discussions and demonstrations (where possible)

(c) follow-up readers

The following books will be used for this course and then revised:

(1) KOTINI KANGWANE (Cotton in Swaziland)

(2) NAWE UNGAWULIMA UMMBILA KANJE (You can also produce maize like this)

(3) TINYATSELO LETISITFUPHA TEKWENTA NCONO SIVUNO (6 steps to better crops)

8. Additional Methods

It is hoped at a later stage to add:

(a) Radio programmes broadcast twice a week (during the 8-week campaign) which will present in a striking manner (dialogue or drama preferably) those issues which are being discussed in the literacy programme

(b) Functional Follow-up Readers in co-operative education, civics, health, etc. produced by a permanent writers' workshop (Sebenta + representatives from other Ministries + writers + illustrators)

(c) Some system of servicing the new literate groups through mobile library units (National Library Service)

(d) A monthly newsletter for new literates

ANIMATEURS

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## ANIMATEURS

A former primary school teacher who is now a farmer and a University student will be the animateurs in Ekuhlamukeni and Nqabaneni respec tively. The animateur's job calls for a highly skilled and able person. Although he will be supported by a guide book, he must be able to stimulate active discussion and through probing questions assist the group in coming to a deeper understanding of important issues and a commitment to take action on some of these issues. The job requirements demand that some form of honorarium be paid to the animateurs for their work.

If the new approach is shown to be successful and expanded on a larger scale, there are three possible categories from which to draw animateurs:-

1. University students (on long vacation)
2. Gcina Youth Service graduates
3. primary school teachers

It is hoped to set up a Swazi University Service, which would

(a) be designed along the lines of the Ethiopian University Service

(b) provide community development-type employment (literacy teaching, building projects, etc.) during the students' long vacation from mid-April to mid-July

(c) provide honorarium for this work

(d) help the students to identify more closely with national and rural development

(e) be organised by students and staff of U.B.L.S. (SACUC campus)

(f) provide a 2-week crash training course at Sebenta for those who volunteered for this scheme immediately after the end of term.

Ngcina Youth Service trainees would also be an ideal source of "animateurs" since they are trained to make an impact on their own communities. Literacy teaching would give them an opportunity of doing something immediately practical and of exercising the leadership they were trained for. Without a specific position in the civil service leadership of the community (neither agricultural field officers, C.D.A.'s nor R.D.O.'s) literacy teaching would give them an important and clearly defined role. Thie experience and training in practical village development tasks (building, farming, etc.) would be very useful in running functional literacy courses.

Primary school teachers would find it difficult to teach the intensive, 8-week course, but they could teach non-intensive courses held over a long period. Training in adult literacy methods could be given during their teacher training courses and supplemented with refresher courses at Sebenta. To make this practicable some form of remuneration should be provided by government. This expenditure should be regarded not as a social service but as an investment in the development of the country without which the development process would be slowed down.

Rural civil servants (field officers, D.S.D.'s, Co-op Officers, C.D.A.'s, R.D.O.'s) might find it difficult to staff the intensive courses (5 hours a day for 8 weeks). Experience has shown that the best "teachers" of functional literacy

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Rural civil servants (field officers, D.S.D.'s, Co-op Officers, C.D.A.'s, R.D.O.'s) might find it difficult to staff the intensive courses (5 hours a day for 8 weeks). Experience has shown that the best "teachers" of functional literacy (particularly in industrial situations) are those who fully understand the "function" or task for which the illiterates are being trained. Industrial foremen are trained to become teachers rather than teachers trained to understand the skills and knowledge involved in the industry. However, in this case thr rural civil servants are already too heavily committed to

add full-time literacy teaching to their load. But they can help the literacy "animateur" in the "functional" aspect of the course (e.g. the field officer can assist in discussion on cotton farming and the keeping of farm records); do the preliminary research on the priority issues in the community; and follow-up the course through supervising the task for which the illiterates have been specifically trained (eg. keeping farm records and accounts).



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## GENERATIVE WORDS

| PHONEMES | | WORD | TRANSLATION |
|---|---|---|---|
| 1. S,T,N, | I | SITINI | brick |
| 2. K,L,M | A,U | KULIMA | to cultivate |
| 3. HL | E | KUHLELISA | to resettle |
| 4. K', LW | O | SIK'OLWA | school |
| 5. B,MB | | KUBAMBISANA | to co-operate |
| 6. G,SH,D | | LIGUSHEDE | farmers' shed |
| 7. W,Y,NS | | IWAYILENSI | radio |
| 8. BH,DV | | TIBHIDVO | vegetables |
| 9. NG,TS | | LUTSANGO | fence |
| 10. KH,KW,CH | KWAKA | LICHINGA KUKHETSA | to plan is to choose |
| 11. F,NDZ,DZ,NCW,CW | | KUFUNDZA INCWADZI | to read a book |
| 12. H,ND | | HULUMENDE | government |
| 13. TH | | UMTHOYI | latrine |
| 14. NY | | MANYOLO | fertiliser |
| 15. NDL,DL | | INDLU | home |
| 16. V | | KUVIKELA | to protect soil from erosion |
| 17. NK,NZ | | INKUNZI | bull |
| 18. GW,C | | UMGWACO | road |
| 19. P | | KUPOPOLA | to survey |
| 20. MPH, PH | | IMPHUCUKO | culture, civilization |
| 21. J, Z | | LIJEZI | sweater |
| 22. NTF,TF | | INTFUTFUKO | community development |
| 23. NTJ,TJ | | KUNTJNTJISA<br>KUTJINTJA | to exchange, to barter<br>to change |
| 24. NTSW, TSW | | | |

| | | | | |
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| 24. | NTFW, TFW | | KUTFWALA | to transport |
| 25. | NT | | EMANTI | water |
| 26. | NGC,GC | | INGCUBA<br>~~INGCATPO~~ | deceased carcass<br>~~piece of virgin land~~ |
| 27. | TJW | | TJWALA | beer |
| 28. | DVW | | LIDVWALA | rock |
| 29. | KL | | IKLINIKI | clinic |
| 30. | GCW | | UMGCWEMBE | wooden bowl |



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